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ABSTRACT

The first part of the program, the Self-Appraisal Plan, provides an opportunity for all teachers, guidance counselors, and media specialists to evaluate all areas of their professional performance on an annual basis. The Self-Appraisal Schedule and time guidelines are furnished. The second part of the program is the General Appraisal Plan which is concerned with the teacher's overall effectiveness in the classroom and requires periodic scheduled and/or unscheduled observations by the administration. The In-Classroom Observation Instrument is provided. The appraisal program for guidance counselors and media specialists is similar to the teacher's program except that performance areas unique to their positions are identified. Indicators, in the form of behavioral statements, of effective performance for teachers, guidance counselors, and media specialists are listed. The appendixes contain: information on appraisee and appraiser roles, schedules of observations and conferences, objective setting conferences and overall summary reports, statements of methods of monitoring and gathering data on performance, guidelines for the appraisal conference, and procedures and instruments (teacher form and administrator form) for the evaluation of the Teacher Appraisal Program. (Author/RC)

THE PENN-HARRIS-MADISON SCHOOL CORPORATION
MISHAWAKA, INDIANA

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Performance - Based Teacher Appraisal Program

Dr. Dean Speicher
Superintendent of Schools

ED 093919

PERFORMANCE - BASED

TEACHER

APPRAISAL PROGRAM

for

The Penn-Harris-Madison School Corporation
55900 Bittersweet Road
Mishawaka, Indiana 46544

July, 1973

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PREFACE

The Penn-Harris-Madison School Board believes that all employee appraisal systems should be of a bi-lateral and continuing nature for the purpose of improving the quality of instructional, educational and auxiliary services. The thrusts of the appraisal process should be two-fold: First, organizational goals and objectives should be advanced by each member of the organization, and second, each individual should be motivated toward self-improvement. The Penn-Harris-Madison Performance-Based Teacher Appraisal Program is in tune with this policy of the Board of School Trustees and seeks improved educational outcomes through emphasis on the quality of the teaching act.

Substantial time and effort have been invested in the development of this program. It is probable, however, that some problems will be encountered in the implementation of the total Appraisal Program. In order to eliminate such problems and to continually improve the effectiveness of the Appraisal Program, a thorough evaluation of the entire program will be undertaken in the Spring of 1974 and subsequent years. At that time all members of the certificated staff will have the opportunity to evaluate all aspects of the program by responding to a questionnaire which has been constructed for that purpose by the Teacher Appraisal Advisory Committee. The data gathered through these questionnaires will be carefully examined by the Committee and appropriate recommendations for program modification will be made to the Superintendent of Schools in July, 1974. (See Appendix F.)

Members of the Teacher Appraisal Advisory Committee are:

- Mr. Michael Keppler, Chairman
Assistant Principal - Instruction
Penn High School
- Mrs. Miriam Long
Principal
Elm Road-Boner-Fulmer Elementary Schools
- Mrs. Thelma Myers
Unit Leader
Osceola School
- Mr. Andrew Parker
Coordinator of Practical Arts
- Mr. Anthony Portolese
Industrial Education Teacher
Penn High School
- Mrs. Eleanor Shoup
Primary Teacher
Fulmer School
- Mrs. Marilyn Wooden
English Department
Schmucker Middle School

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I. INTRODUCTION

A. RATIONALE

A humane and effective system of personnel appraisal must have as its base certain assumptions about an individual's potential as a satisfied, productive worker. The Teacher Appraisal Advisory Committee has developed a teacher appraisal system built on the following assumptions:

1. When there is an environment that is conducive to respect for the worth and dignity of the individual, a person will be better able to respect the worth and dignity of others.
2. Organizations achieve their objectives only in part from external direction. Individuals are motivated by participation in setting both personal and organizational goals and objectives. Individuals committed by involvement to the achievement of personal and organizational goals and objectives will also experience greater satisfaction.
3. When there is mutual participation in the total work situation and in the appraisal process, opportunities to exercise a relatively high degree of imagination, ingenuity, and creativity are made possible for all involved in the process.
4. The individual performs more effectively and with greater satisfaction when there is opportunity for recognition of work well done.
5. An appraisal process which contains the elements of self-appraisal as well as appraisal by others according to agreed upon performance criteria and objectives contributes to the improved performance of the individual.

B. PURPOSES

The assumptions given above are the basis of a belief that the primary purpose of an appraisal system is to help teachers strengthen and improve their level of performance and effectiveness. To help achieve the desired goal, the performance-based appraisal system must be a continuous effort based on the shared responsibility of the appraiser and the appraisee in a setting of mutual understanding, respect and trust.

2 RATIONALE, PURPOSES, OBJECTIVES

The teacher appraisal system will also serve these purposes:

1. It will facilitate the achievement of the goals and objectives of the Penn-Barris-Madison School Corporation.
2. It is a cooperative process wherein the appraiser and appraisee feel a joint responsibility to focus upon performance areas, to work together to achieve the best results and to measure the extent of accomplishment.
3. It will be a source of motivation for continuing performance improvement. Performance improvement results best when a deliberate effort is made to achieve it. Appraisal should motivate both self-improvement and help from administrators and supervisors so that both quantitative and qualitative performance effectiveness may occur.
4. It will emphasize organizational performance expectations and job scope which teachers may use in self-appraisal and which appraisers may employ as they counsel and assist those whom they are supervising.
5. It will contribute to good morale by demonstrating just and equitable personnel practices which will result in greater staff acceptance.
6. It should provide feedback which can be used to identify system-wide in-service interests and needs; to prepare administrative recommendations for purposes of transfer, promotion and dismissal; to appraise the effectiveness of the recruitment and selection processes; and to appraise the effectiveness of adequacy of human and material support for teachers.

C. OBJECTIVES

The teacher appraisal system strives to accomplish the following objectives:

1. Clarify the performance expectations of the individual i.e., make duties and responsibilities clearer to both the appraisee and appraiser.
2. Establish both short and long term work goals and objectives.
3. Make appraisal relevant to on-going job performance.
4. Keep good records of class visitations, follow-up conferences, and other supervisory contacts.

5. Conduct punctual and effective appraisal conferences.
6. Establish appropriate ways for follow-up of actions needed for further improvement.
7. Keep appraisal a dynamic process; assess its effectiveness periodically; and make necessary revisions.

II. PENN-HARRIS-MADISON PERFORMANCE-BASED TEACHER APPRAISAL PROGRAM

A. SELF-APPRAISAL PLAN

The Performance-Based Teacher Appraisal Program consists of two related parts.

The first part of the Teacher Appraisal Program is the Self-Appraisal Plan. The purpose of this part of the program is to provide an opportunity for all teachers, guidance counselors and media specialists to evaluate all areas of their total professional performance on an annual basis. The scope of this part of the Appraisal Program involves each certificated staff member annually. Section III, Indicators of Instructional Performance, represents an attempt to describe teacher behaviors, both in and outside the classroom, which are related to effective teaching. By proceeding carefully through the "Indicators" a teacher can inventory his or her performance in each specified area. The "Indicators" should provide some ideas for further analysis, job enhancement and improvement of performance in each of the performance areas described.

The Self-Appraisal Plan is to be done annually by each professional staff member. The essence of this part of the Appraisal Program is that each teacher annually develops a self-improvement plan, specifying performance objectives to be accomplished during the school year, and then measures the extent of accomplishment of the specified objectives toward the end of the year. A teacher's building principal is usually the appraiser and works closely with the teacher in objective setting, monitoring performance, and providing every reasonable assistance in aiding a teacher to fulfill the performance objectives. Toward the end of the year, the appraisee and appraiser meet to jointly determine the degree of attainment of the objectives designated in the Self-Appraisal Plan. Completed copies of the Overall Appraisal Summary are filed with the appraisee, appraiser and Personnel Office. If a teacher has been observed during the year as a part of the General Appraisal aspect of the Teacher Appraisal Program, a statement of classroom performance will also be included in the Overall Appraisal Summary Report.

A step-by-step Self-Appraisal Schedule can be found on the adjoining page. General time guidelines are provided for each step of the process.

The role of the appraisee and appraiser should be read prior to the Objective Setting Conference. (See Appendix A.)

The Objective Setting Conference Report and the Overall Appraisal Summary Report are located in Appendix C.

SELF-APPRAISAL SCHEDULE

STEP	ACTION TAKEN	SCHEDULE
#1	Review job description with Indicators of Instructional Performance	School Opening to September 15
#2	Write performance objectives	
#3	Objective Setting Conference between Appraiser and Appraisee to review performance objectives and Indicators of Instructional Performance	September 15 to October 15
#4	Monitoring performance with progress conferences as needed	October 15 to April 1
#5	Appraiser and Appraisee summary conference of year's work with preliminary objective setting for following year	March 15 to May 15

B. GENERAL APPRAISAL PLAN

The second part of the Teacher Appraisal Program is the General Appraisal Plan which is concerned with the teacher's overall effectiveness in the classroom. General Appraisal requires periodic scheduled and/or unscheduled observations by one or more administrative personnel. Teachers may choose to have all unscheduled observations but may not choose to have all scheduled observations.

Observers or appraisers will consist of principals, assistant principals, coordinators and directors.

According to Board policy, appraisal is to be a continuous process. Therefore, it is important to appraise each professional staff member on an annual basis. Yet it is unrealistic to expect all appraisers to formally observe all staff members in a given year. The minimum requirement calls for classroom observations of first, second and fifth year teachers. These minimum requirements do not preclude any additional observations which may be deemed necessary and desirable by either the appraisee or appraiser. Whenever possible appraisers should strive to formally observe all members of the professional staff on an annual basis.

The number and length of observations have not been set in precise terms. Observations should be spaced and be adequate in number to measure the appraisee's effectiveness. The length of the observation may vary according to the purpose. A series of five to ten minute observations may be adequate for a specific purpose. It is most important that the teacher be given immediate and appropriate feedback. In most cases, the In-Classroom Observation Form will be used in the observation. Whenever the In-Classroom Observation Form is used the observation will be at least twenty minutes in length and be followed with an appraisal conference.

In order to direct observers' attention to areas of teacher classroom performance which are truly related to effective learning, an In-Classroom Observation Form has been developed for use by observers during observations. A conference will be held with the teacher following each observation. Appraisal conferences will be held the same day if possible, and no later than the end of the following day. (See Appendix E, Guidelines for the Appraisal Conference.)

The purpose in using the In-Classroom Observation Form is not to collect data on the totality of the teaching act but to focus on specifics related to the objectives set by the teacher and to identify other indicators of instructional effectiveness to be mutually assessed.

Both scheduled and unscheduled observations are stressed. In the scheduled visit the appraiser and appraisee agree on the nature and substance of the observation. During an unscheduled observation the appraiser, in most cases, focuses on two or three dimensions of the teaching act. In both cases specific activities rather than the total teaching act are appraised. Therefore, the appraiser need not feel compelled to complete each item on the In-Classroom Observation Form.

GENERAL APPRAISAL PLAN

PENN-HARRIS-MADISON SCHOOL CORPORATION
Mishawaka, Indiana

Teacher
General Appraisal Plan

IN-CLASSROOM OBSERVATION INSTRUMENT

It is important that the observer supplement the observation form with appropriate notations as a result of his actual observation or as a result of his ability to gather other pertinent data relative to the areas sampled in this instrument. At the end of each performance area, i.e., Instructional Skills, the observer should use the open-ended section in order to clarify and elaborate his markings.

When recording data by checking a continuum, check exactly at one of the five marks. Although this limitation restricts the range of the observer's discriminations it does facilitate the comparison of data and assessment of the reliability of this instrument. The marking on the extreme left is HIGH, the extreme right is always LOW.

HIGH AVERAGE LOW

It will be necessary to spend at least twenty to thirty minutes in the classroom to evaluate the kinds of behavior you are asked to observe. It is also important to remember that entry of an observer into the classroom substantially alters the normal interaction in the classroom. The longer you stay the more likely teacher and students will become accustomed to your presence, and thus the more likely you will be able to observe normal class activities.

During any single visitation it is very unlikely that you will be able or want to make observations about all of the areas of teacher performance or student behavior which are included in this form. If you feel that you are unable to make an accurate evaluation of some of the activities and behaviors specified in this form, do not mark those items. A series of observations spaced over the span of a school year should, however, provide sufficient opportunities to view most of the teaching behaviors included in this instrument.

This observation form is to be used for each scheduled or unscheduled observation of twenty minutes or longer. The purpose of using this form is to direct the observer's attention to all areas of teacher performance in the classroom which are related to learning effectiveness. Use of the observation form for estimating achievement of the objectives set forth in the teacher's Self-Appraisal Plan may or may not be appropriate. The principal or his designee, with the assistance of the teacher, should determine the best means of assessing achievement of the objectives set forth in the teacher's Self-Appraisal Plan.

OBSERVATION INFORMATION:

Name of Appraisee

Grade level, subject or
special group

Name of Appraiser

Date and time of observation

I. INSTRUCTIONAL SKILLS

A. KNOWLEDGE AND TRAINING

1. Is academically competent in the area of teaching assignment.
/ / / / /
2. Is knowledgeable of learning theories, child and adolescent psychology, curriculum development and research.
/ / / / /
3. Is aware of and utilizes new knowledge and techniques.
/ / / / /
4. Avails self of opportunities for professional improvement.
/ / / / /

B. CLASSROOM ENVIRONMENT AND MANAGEMENT

1. Provides opportunities for every student to be engaged in a constructive learning experience.
/ / / / /
2. Adjusts classroom activities to recognize various stages of child development.
/ / / / /
3. Arranges furniture to permit a variety of learning activities.
/ / / / /
4. Maintains an attractive teaching station which reflects student involvement.
/ / / / /

5. Maintains a classroom atmosphere which is conducive to good physical and mental health.
/ / / / /
6. Follows and expects students to use democratic procedures which show consideration for the rights of others.
/ / / / /
7. Maintains a balance of freedom and responsibility in the classroom.
/ / / / /

C. METHODS AND TECHNIQUES

1. Uses a variety of methods, materials and strategies of instruction which are appropriate for the individualization of learning.
/ / / / /
2. Presents lessons which stimulate intellectual development in students.
/ / / / /
3. Possesses art of questioning which stimulates student interest.
/ / / / /
4. Challenges students to independent thinking, inquiry and critical analysis.
/ / / / /
5. Gives opportunity for student-teacher, student-student classroom discussion, interaction and expression.
/ / / / /

10 IN-CLASSROOM OBSERVATION INSTRUMENT

6. Uses verbal and non-verbal means of encouragement, acceptance and reward.
/ / / / /
7. Guides students to value achievement for both intrinsic as well as extrinsic rewards.
/ / / / /
8. Helps students develop efficient learning skills and work habits which will enable them to become useful and responsible.
/ / / / /
9. Communicates clearly and correctly in speech and writing.
/ / / / /
10. Uses innovative ideas and displays creativity in the instructional process.
/ / / / /
11. Utilizes research in planning for instruction.
/ / / / /

D. PLANNING

1. Sets definite instructional objectives which involve teacher-student planning and outlines sequential steps for their attainment.
/ / / / /
2. Makes a variety of appropriate individualized student assignments for work in and out of the classroom.
/ / / / /

3. Organizes and uses materials and supplies effectively.
/ / / / /
4. Plans enrichment and remedial experiences to meet individual student needs.
/ / / / /
5. Prepares daily those learning experiences for students which achieve objectives of the program.
/ / / / /

E. EVALUATION

1. Uses evaluative methods and tools with students which are positive, supportive and relevant.
/ / / / /
2. Guides the student toward self-evaluation and self-direction.
/ / / / /
3. Appraises student performance so that it will be made applicable to life situations and will encourage students to higher levels of learning.
/ / / / /

INSTRUCTIONAL SKILLS

Descriptive Statements or General Comments:

Areas of Greatest Strength:

Areas Where Improvement is Needed:

II. STUDENT ATTITUDES AND PERFORMANCE

- A. Provides positive, encouraging and supportive reinforcement.
/ / / / /
- B. Evaluates change or improvement of the student according to rate of growth and development.
/ / / / /
- C. Encourages group or peer evaluation and does not view evaluation as the sole prerogative of the teacher.
/ / / / /
- D. Treats student's ideas as valuable and recognizes all efforts.
/ / / / /
- E. Maintains a friendly and accepting classroom environment.
/ / / / /
- F. Maintains a positive relationship with students.
/ / / / /
- G. Builds desirable standards of work and behavior with students as a group.
/ / / / /
- H. Is consistent and fair in dealing with students.
/ / / / /
- I. Emphasizes positive and constructive disciplinary approaches.
/ / / / /
- J. Helps students change undesirable attitudes.
/ / / / /
- K. Recognizes, analyzes and works to correct causes of group or individual student dissatisfaction.
/ / / / /
- L. Develops responsible student leadership according to democratic principles.
/ / / / /
- M. Provides interest and counsel when students seek help with problems.
/ / / / /
- N. Encourages attitudes of tolerance and helpfulness among students.
/ / / / /
- O. Encourages students to work in a rational manner toward solving their own conflicts.
/ / / / /
- P. Encourages students to share in decision-making.
/ / / / /
- Q. Emphasizes spirit of openness in classroom discussions.
/ / / / /
- R. Encourages prompt attention to assignments.
/ / / / /
- S. Provides tutorial help when an individual needs it.
/ / / / /
- T. Fosters and supports independent pursuit of individual student objectives.
/ / / / /

- U. Fosters spirit of learning as
a shared activity and not as
the sole domain of the teacher.

/ / / / /

STUDENT ATTITUDE AND PERFORMANCE

Descriptive Statements or General Comments:

Areas of Greatest Strength:

Areas Where Improvement is Needed:

III. PERSONAL QUALITIES

- | | |
|--|---|
| <p>A. Shows genuine interest in each individual.
 / / / / /</p> | <p>E. Shows tact, courtesy and a willingness to listen to and to understand other's viewpoints.
 / / / / /</p> |
| <p>B. Demonstrates warmth, friendliness, sense of humor and understanding, in and out of the classroom.
 / / / / /</p> | <p>F. Possesses a well-modulated voice and clear, distinct, and correct speech habits.
 / / / / /</p> |
| <p>C. Demonstrates enthusiasm for the profession.
 / / / / /</p> | <p>G. Is well-groomed and demonstrates appropriate habits of dress that are not disruptive to the educational process.
 / / / / /</p> |
| <p>D. Possesses a positive self-concept which is demonstrated by poise, self-control and self-confidence.
 / / / / /</p> | <p>H. Possesses work habits which reflect punctuality, dependability, efficiency and accuracy.
 / / / / /</p> |

Descriptive Statements or General Comments:

Areas of Greatest Strength:

Areas Where Improvement is Needed:

OBSERVATION AND CONFERENCE SUMMARY

1. Comments from the appraiser: Below ___ Attached ___ None ___

2. Comments from the appraisee: Below ___ Attached ___ None ___

3. Summary of Conference: Date _____

(Special commendation, suggestions for improvement, help provided, additional information needed and when it will be sought, etc.)

Signature of Appraisee

Signature of Appraiser

This signature indicates that the appraisee and appraiser discussed this report. It does not necessarily denote agreement with all factors of the appraisal.

The appraisee and/or appraiser may attached additional remarks to this observation report on separate pages if so desired.

D. APPRAISAL PROGRAM FOR GUIDANCE COUNSELORS AND MEDIA SPECIALISTS

The Appraisal Plan for Guidance Counselors and Media Specialists will consist of three parts:

Self-Appraisal Plan
Appraisal Conferences
Client-Centered Appraisal

The Self-Appraisal Plan will be quite similar to the Teachers Program. The main difference is the identification of performance areas unique to their positions.

Appraisal conferences will be conducted by the Building Principal and appropriate Coordinators and/or Directors. A minimum of four (4) conferences annually will be held for each guidance counselor and media specialist. At least two (2) conferences will be held with the Principal. If media specialists have multiple building responsibilities, a minimum of one (1) conference will be held with each building administrator.

The guidance counselors and media specialists will collect appraisal information on services rendered to their clients. Both students and teachers in the respective buildings will be surveyed on an annual basis. The surveys should include information on system-wide guidelines but should emphasize the needs and services unique to each building. It should be further understood that surveys will not be conducted in the elementary schools unless media specialists and/or counselors have clearly defined building responsibilities.

The client-centered appraisal instrument will be developed cooperatively by each respective professional group under the supervision of the principal and/or appropriate director or coordinator.

The survey results will be analyzed and suggestions incorporated into objectives for the coming year. The surveys will be shared with the appropriate professional personnel and remain in the building records.

III. INDICATORS OF INSTRUCTIONAL PERFORMANCE

The Indicators of Instructional Performance for Teachers, Guidance Counselors and Media Specialists should be used to remind the appraisee of the various and diverse functions which are a part of the job responsibilities.

The major performance areas for teachers, guidance counselors and media specialists are:

Teachers: Instructional Skills, Student Attitude and Performance, Personal Qualities, Professional Growth and Development and Teacher Relationships.

Guidance Counselors: Guidance and Counseling Services, Counselor Relationships, Professional Responsibility and Personal Qualities.

Media Specialists: Administrative Services, Instructional Services, Professional Responsibilities, Personal Qualities.

The Indicators of Instructional Performance establish organizational expectations which provide to the individual valuable criteria in order to judge how well he or she is performing. These indicators reflect excellence in relation to the performance of job functions.

The Indicators serve as the performance criteria base for the In-Classroom Observation Instrument used in the General Appraisal Plan of the Program.

A. INDICATORS OF EFFECTIVE PERFORMANCE FOR TEACHERS

1. INSTRUCTIONAL SKILLS

The effective teacher recognizes that skills in the instructional program are important in the learning development of students:

a. Knowledge and Training

- (1) Is academically competent in the area of teaching assignment.
- (2) Is knowledgeable of learning theories, child and adolescent psychology, curriculum development and research.
- (3) Is aware of and utilizes new knowledge and techniques.

18 INDICATORS OF EFFECTIVE PERFORMANCE FOR TEACHERS

- (4) Avails self of opportunities for professional improvement.

b. Classroom Environment and Management

- (1) Provides opportunities for every student to be engaged in a constructive learning experience.
- (2) Adjusts classroom activities to recognize various stages of child development.
- (3) Arranges furniture to permit a variety of learning activities.
- (4) Maintains an attractive teaching station which reflects student involvement.
- (5) Maintains a classroom atmosphere which is conducive to good physical and mental health.
- (6) Follows and expects students to use democratic procedures which show consideration for the rights of others.
- (7) Maintains a balance of freedom and responsibility in the classroom.

c. Methods and Techniques

- (1) Uses a variety of methods, materials and strategies of instruction which are appropriate for the individualization of learning.
- (2) Presents lessons which stimulate intellectual development in students.
- (3) Possesses art of questioning which stimulates student interest.
- (4) Challenges students to independent thinking, inquiry and critical analysis.
- (5) Gives opportunity for student - teacher, student - student classroom discussion, interaction and expression.
- (6) Uses verbal and non-verbal means of encouragement, acceptance and reward.
- (7) Guides students to value achievement for both intrinsic as well as extrinsic rewards.

- (8) Helps students develop efficient learning skills and work habits which will enable them to become useful and responsible.
- (9) Communicates clearly and correctly in speech and writing.
- (10) Uses innovative ideas and displays creativity in the instructional process.
- (11) Utilizes research in planning for instruction.

d. Planning

- (1) Sets definite instructional objectives which involve teacher-student planning and outlines sequential steps for their attainment.
- (2) Makes a variety of appropriate individualized student assignments for work in and out of the classroom.
- (3) Makes reasonable homework assignments with meaningful instructional purposes.
- (4) Organizes and uses materials and supplies effectively.
- (5) Plans enrichment and remedial experiences to meet individual student needs.
- (6) Prepares daily those learning experiences for students which achieve objectives of the program.

e. Evaluation

- (1) Uses evaluative methods and tools with students which are positive, supportive and relevant.
- (2) Guides the student toward self-evaluation and self-direction.
- (3) Appraises student performance so that it will be made applicable to life situations and will encourage students to higher levels of learning.

2. STUDENT ATTITUDES AND PERFORMANCE

The effective teacher recognizes that a positive attitude and quality performance from students is necessary to insure the effectiveness of the educational program:

20 INDICATORS OF EFFECTIVE PERFORMANCE FOR TEACHERS

- a. Provides positive, encouraging and supportive reinforcement to students.
- b. Evaluates change or improvement of the student according to rate of growth and development.
- c. Encourages group or peer evaluation and does not view evaluation as the sole prerogative of the teacher.
- d. Treats student's ideas as valuable and recognizes all efforts.
- e. Maintains a friendly and accepting classroom environment.
- f. Maintains a positive relationship with students.
- g. Builds desirable standards of work and behavior with students as a group.
- h. Is consistent and fair in dealing with students.
- i. Emphasizes positive and constructive disciplinary approaches.
- j. Helps students change undesirable attitudes.
- k. Recognizes, analyzes, and works to correct causes of group or individual student dissatisfaction.
- l. Develops responsible student leadership according to democratic principles.
- m. Provides interest and counsel when students seek help with problems.
- n. Encourages attitudes of tolerance and helpfulness among students.
- o. Encourages students to work in a rational manner toward solving their own conflicts.
- p. Encourages students to share in decision-making.
- q. Emphasizes spirit of openness in classroom discussions.
- r. Encourages prompt attention to assignments.
- s. Provides tutorial help when an individual needs it.
- t. Fosters and supports independent pursuit of individual student objectives.

- u. Fosters spirit of learning as a shared activity and not as the sole domain of the teacher.

3. PERSONAL QUALITIES

The effective teacher recognizes that personal qualities affect teacher performance in the total school program:

- a. Shows genuine interest in each individual.
- b. Demonstrates warmth, friendliness, sense of humor and understanding, in and out of the classroom.
- c. Demonstrates enthusiasm for the profession.
- d. Possesses a positive self-concept which is demonstrated by poise, self-control and self-confidence.
- e. Shows tact, courtesy and a willingness to listen to and to understand other's viewpoints.
- f. Possesses a well-modulated voice and clear, distinct and correct speech habits.
- g. Is well-groomed and demonstrates appropriate habits of dress that are not disruptive to the educational process.
- h. Possesses work habits which reflect punctuality, dependability, efficiency and accuracy.

4. PROFESSIONAL GROWTH AND DEVELOPMENT

The effective teacher identifies areas of professional growth necessary to maintain or improve the effectiveness of job performance:

- a. Acquires appropriate training or information to improve instruction.
- b. Reads materials pertinent to the profession to improve instruction.
- c. Participates in organizations, conferences or workshops to improve instruction.
- d. Participates in corporation staff development activities.
- e. Demonstrates awareness of current events and cultural trends.
- f. Seeks corporation services available for instructional support.
- g. Learns from colleagues, students, parents and community.

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- h. Applies knowledge gained from travel, course work, reading, and other enrichment activities in the instructional program.
- i. Adheres to the ethical standards of the teaching profession.
- j. Accepts responsibilities in relation to reasonable requests made by supervisory and administrative staff.
- k. Seeks to increase understanding of general development of students in all phases of growth.
- l. Adjusts the curriculum to changing needs and conditions of students and the community.

5. TEACHER RELATIONSHIPS

The effective teacher establishes relationships with colleagues, students, parents and community which reflect recognition of and respect for every individual:

a. Teacher-Parent Relationships

- (1) Interprets class work to parents, individually or as a group.
- (2) Confers with individual parents regarding their child's work and development.
- (3) Cooperates with parents in helping them work out school related problems with their children.
- (4) Interprets school policies and procedures to give parents a better understanding of the educational enterprise.

b. Teacher-Community Relationships

- (1) Supports school-community organizations and activities.
- (2) Serves as liaison with community organizations or agencies to enhance the educational program.

c. Teacher-Teacher Relationships

- (1) Cooperates with teachers in maintaining standards of student conduct and citizenship.
- (2) Offers constructive suggestions and help to other teachers.
- (3) Seeks help or advice from appropriate colleagues as needed.

- (4) Maintains a friendly attitude and relationship with colleagues.

d. Teacher-Administrator-Supervisor Relationships

- (1) Carries out rules and regulations of the school with a cooperative attitude.
- (2) Accepts suggestions and criticisms for the improvement of work or general program with good will.
- (3) Offers constructive suggestions for formulating, improving or interpreting school corporation goals, objectives, policies and procedures.
- (4) Seeks help or advice when needed or when in doubt about any phase of the role.

B. INDICATORS OF EFFECTIVE PERFORMANCE FOR GUIDANCE COUNSELORS

1. GUIDANCE AND COUNSELING SERVICES

The effective guidance counselor:

- a. Provides guidance and counseling services which meet the anticipated and expressed needs of students, teachers and administrators:
 - (1) Encourages and helps staff to assist students in developing an awareness and positive attitude of self and of the educational environment, and the relationship to career plans, and logical decision-making in terms of course choices and academic success.
 - (2) Assesses vocational trends, communicates educational implications of new vocational developments to professional staff and students, provides resources and activities which encourage student exploration of occupational and professional alternatives and provides assistance in job placement for enrolled and graduating students.
 - (3) Provides educational counseling services which includes systematic identification of appropriate educational agencies for a wide range of occupational interests, accurate and current financial assistance information to both parents and students and resources and activities which promote student exploration of post-high school educational opportunities.

24 INDICATORS OF EFFECTIVE PERFORMANCE FOR GUIDANCE COUNSELORS

- (4) Provides for personal counseling services on a confidential and individual and/or group basis for students.
- b. Cooperatively develops and administers research studies related to students, graduates and dropouts.
- c. Maintains good working relationships with supplemental and supporting district personnel and community service agencies which can be utilized to help students with special physical and psychological needs.
- d. Assists in the cooperative development and administration of a testing program which provides a sound basis for:
 - (1) Vocational and educational counseling of secondary students.
 - (2) Curriculum and instructional decision-making by administrative and instructional personnel.
- e. Assists in facilitating efficient record systems to meet student and organizational needs. The guidance counselor:
 - (1) Helps provide for efficient and systematic maintenance of necessary and desirable individual records.
 - (2) Helps provide for maintenance and use of special purpose short-term records.
- f. Assists in the cooperative development and expansion of general guidance functions as constructive courses of action for meeting individual needs throughout the school setting:

(In this context, guidance functions are not specialized service, but constructive courses of action for meeting individual needs throughout the school setting. Teaching strategies, adapting instruction to individual needs and methods for resolving student problems, as well as, special program features, are these guidance activities. Guidance and instruction are viewed as inseparable.)

 - (1) Cooperatively plans, develops and refines group and individual guidance activities.
 - (a) Provides staff with information about individual students or student groups that will be useful in planning and in providing school programs to facilitate the full development of student potential.

- (b) Cooperatively develops meaningful student orientation programs.
- (2) Applies principles of effective guidance to handling of student problems and conflict situations:
 - (a) Deals with causes as well as symptoms of student problems.
 - (b) Conducts systematic, constructive followups to crisis encounters with students.
 - (c) Develops case studies of persistent or severe student problems.
 - (d) Acts to influence future behavior by securing teacher or student commitments to positive courses of action.
 - (e) Uses many sources of data for making major decisions affecting students.
 - (f) Consults with and makes referrals to specialists in seeking to resolve persistent or severe student problems.
 - (g) Defines and pursues courses of action which emphasize enabling as well as controlling functions.
- (3) Applies principles of effective guidance and democracy in student management:
 - (a) Demonstrates a vital interest in students and their activities.
 - (b) Fosters a school climate in which students can develop good citizenship through self-discipline, self-direction and cooperative participation.
 - (c) Involves students and teachers in developing reasonable school standards of conduct and responsibilities.
 - (d) Exhibits fair and consistent behavior in his or her relations with students.
- g. Facilitates changes of viewpoint, teaching strategies and school program to serve varying needs and interests of students, to place students in active roles and to identify and use special abilities of students.

26 INDICATORS OF EFFECTIVE PERFORMANCE FOR GUIDANCE COUNSELORS

- h. Cooperatively develops and provides leadership in implementing refined methods of reporting pupil progress which are satisfying to parents and which are consistent with instructional objectives for individual students.
- 1. Utilizes essential social services directly affecting students' school experience, in close cooperation with other school services and community agencies. He or she:
 - (1) Communicates essential information about available social services to teachers, nurses, guidance personnel and administrators.
 - (2) Maintains orderly procedures for referrals to social services and for providing follow-up reports for referral.
 - (3) Evaluates services and identifies social services yielding greatest benefits to students.
 - (4) Develops and maintains close working relationships with community agencies.

2. COUNSELOR RELATIONSHIPS

- a. In his or her relationship with students the effective guidance counselor:
 - (1) Accepts all students.
 - (2) Respects students' concerns.
 - (3) Listens well.
 - (4) Genuinely likes students.
 - (5) Develops mutual responsiveness with students.
 - (6) Is fair, friendly and consistent.
 - (7) Respects confidentiality of student information.
 - (8) Is capable of facilitating student behavioral change and decision-making.
- b. In his or her relationship with the professional staff the effective guidance counselor:
 - (1) Cooperates with colleagues.

INDICATORS OF EFFECTIVE PERFORMANCE FOR GUIDANCE COUNSELORS 27

- (2) Provides prompt and accurate resource services to administration and staff.
 - (3) Observes professional ethics.
 - (4) Assists teachers in identifying, understanding and helping students with special abilities and needs.
 - (5) Serves willingly on appropriate staff committees.
 - (6) Respects group decisions.
 - (7) Develops mutual responsiveness with other staff members.
 - (8) Supports competencies of teachers in human relations.
- c. In his or her relationship with the community the effective guidance counselor:
- (1) Shares the responsibility for good public relations.
 - (2) Provides prompt and willing service.
 - (3) Establishes constructive climate in parental conferences.
 - (4) Interprets school programs and policies to parents and the community.
 - (5) Serves as liaison with community agencies and youth service agencies.

3. PROFESSIONAL RESPONSIBILITY

The effective guidance counselor:

- a. Knows vocational and educational materials.
- b. Is knowledgeable in counseling theories, adolescent psychology and research.
- c. Becomes involved in professional growth activities (workshops, in-service and professional meetings).
- d. Strives for better understanding of his or her students.
- e. Supports ethical practices of counseling and guidance.
- f. Promotes the responsibility of the profession to discipline itself.
- g. Maintains current awareness of effective practices.

28 INDICATORS OF EFFECTIVE PERFORMANCE FOR GUIDANCE COUNSELORS

4. PERSONAL QUALITIES

The effective guidance counselor:

- a. Exhibits good physical health, appearance, voice, mental alertness, cheerfulness, approachability, reliability, emotional stability, tolerance, flexibility, patience, sense of humor, use of discretion, enthusiasm and caring.

C. INDICATORS OF EFFECTIVE PERFORMANCE FOR MEDIA SPECIALISTS

1. ADMINISTRATIVE SERVICES

The effective media specialist responsible for administrative services:

- a. Establishes quantitative standards and goals for the media program on building and corporation levels. This should include such things as number of books per pupil, number of each kind of audio-visual equipment in relation to the number of teachers in the buildings. Individual building needs should be taken into consideration to make goals realistic.
- b. Establishes qualitative service standards and goals for the media program on both the building and corporation levels.
- c. Participates in planning for I.M.C. remodeling or new facility construction.
- d. Prepares budget requests for print materials, software and hardware for individual buildings.
- e. Prepares E.S.E.A. Title II applications and works toward any other government programs which might be available.
- f. Purchases materials which best meet the instructional needs, teacher and student requests and weaknesses in the collection. Selection sources recommended by the Indiana State Department and American Library Association should be used whenever possible.
- g. Maintains inventory records on print materials, software and hardware.
- h. Trains, provides in-service activities for and supervises the work of media aides and volunteer aides.

INDICATORS OF EFFECTIVE PERFORMANCE FOR MEDIA SPECIALISTS 29

1. Becomes involved in all aspects of curriculum planning to facilitate purchase of materials and equipment that would be of the most benefit to the teachers and students in the building.

2. INSTRUCTIONAL SERVICES

The effective media specialist responsible for instructional services:

- a. Meets individual needs of students:
 - (1) Helps students develop competency in listening, viewing and reading skills.
 - (2) Helps students develop good study habits.
 - (3) Helps students learn to seek out information on their own.
- b. Provides reading guidance through book talks and reviews as well as on an individual basis.
- c. Acts as a resource person for students and teachers:
 - (1) Helps students and teachers to find answers to questions.
 - (2) Prepares bibliographies of media in specific areas.
 - (3) Provides catalogs, fliers, etc., for all types of media for teachers to examine.
- d. Makes materials easily accessible to teachers and students:
 - (1) Directs processing of materials and does cataloging when necessary.
 - (2) Supervises filing of catalog cards.
 - (3) Creates and supervises circulation procedures for print and non-print materials and audio-visual equipment.
 - (4) Supervises gathering of special materials for classroom and I.M.C. use (special reserve collections, unit materials, etc.)
- e. Teaches research skills to students, including operation of any equipment needed to obtain information.
- f. Encourages teachers to train their students in the proper use of the I.M.C.

30 INDICATORS OF EFFECTIVE PERFORMANCE FOR MEDIA SPECIALISTS

- g. Works closely with building administrators, keeping them informed as to what is being done in the building I.M.C. Consults with administrators about I.M.C. policies and procedures.
- h. Provides information to teachers on how to use media effectively in the classroom.
- i. Provides orientation for new teachers in such areas as: I.M.C. policies and procedures, services of I.M.C. staff, production of visuals for classroom use, etc.

3. PROFESSIONAL RESPONSIBILITIES

The effective media specialist:

- a. Becomes involved in professional growth activities.
- b. Supports ethical practices of the profession.
- c. Promotes the responsibility of the profession to discipline itself.
- d. Maintains current awareness of effective practices.
- e. Is thoroughly familiar with program objectives and curriculum.
- f. Formulates objectives for the media center that implement building objectives involving teachers and students.
- g. Studies and reviews national, state and local standards as established by local professional organizations and agencies.
- h. Is alert and receptive to new ideas in media center procedures and activities with regard to curriculum innovations.
- i. Is always accessible to teachers and students.
- j. Cultivates a friendly, welcoming, interested attitude toward all members of the school community.
- k. Strives to streamline time consuming routines and eliminate non-essential routines.
- l. Is alert to new media as they are developed.
- m. Supervises organization of materials to ensure easy access.
- n. Keeps up-to-date on recent general educational trends and concerns.

4. PERSONAL QUALITIES

The effective media specialist:

- a. Exhibits good physical health, appearance, voice, mental alertness, cheerfulness, approachability, reliability, emotional stability, tolerance, flexibility, patience, sense of humor, use of discretion, enthusiasm, and caring.

APPENDIX A
PENN-HARRIS-MADISON PERFORMANCE BASED APPRAISAL PROGRAM

THE ROLE OF THE APPRAISEE AND APPRAISER

I. ROLE OF THE APPRAISEE

- A. Reviews job description with performance indicators and assesses the present degree of effectiveness in each performance area.
- B. Expresses performance objectives in simple, measurable and specific terms keeping in mind the individual building and school corporation goals and objectives.
- C. Sets performance objectives high enough to challenge abilities and demand one's best efforts. Objectives should be realistic in view of one's capabilities, time limits and budget and facilities implications.
- D. Determines the personal action needed to achieve specific objectives and what assistance will be needed from others.
- E. Schedules a conference with the appraiser for reporting and consultation regarding progress toward achievement of the objectives.
- F. Changes and modifies the performance objectives in conjunction with the appraiser as changing situations dictate.
- G. Accepts a share of the responsibility for reaching the stated performance objectives.
- H. Reviews progress in achieving performance objectives to prepare for Overall Appraisal Summary Conference.
- I. Participates in the Overall Appraisal Summary Conference with appraiser and mutually completes summary report.

II. ROLE OF THE APPRAISER

- A. Provides advice and assistance to the appraisee in reviewing or establishing individual building and school corporation goals.
- B. Determines the appropriateness of the performance objectives in considering the appraisee's job responsibilities and the school corporation's goals.
- C. Ensures that the objectives are high enough to both increase the appraisee's job results and to provide him with growth and development.
- D. Determines the obstacles which will face the appraisee and advises and assists him accordingly.
- E. Schedules a conference with the appraisee for reporting and consultation regarding progress toward the achievement of the objectives.
- F. Gives the appraisee a commitment of assistance and grants the authority necessary for his efforts.
- G. Obtains a commitment from the appraisee on his share of the responsibility for reaching the objectives.
- H. Maintains good communications with the appraisee on the results of his efforts as he works toward the performance objectives.
- I. Reviews appraisee's progress in achievement of performance objectives to prepare for Overall Appraisal Summary Conference.
- J. Participates in Overall Appraisal Summary Conference with appraisee and mutually completes summary report.

SCHEDULE OF OBSERVATIONS AND CONFERENCES

I. SELF-APPRAISAL PLAN

- A. Presented to all teachers, guidance counselors and media specialists at the beginning of school year. (Three copies)
- B. Performance Objectives written and returned to principal on or before September 15. (Three copies)
- C. Principal or designated appraiser reviews the Objective Setting Conference Report, makes written response and returns copy to teacher by October 15.

Principal or designated appraiser holds Objective Setting Conference with teachers between September 15 and October 15.
- D. Performance monitored with progress conferences as needed from October 15 - April 1.
- E. Summary activities of the Self-Appraisal Plan - March 15 - May 15.
 - 1. Overall Appraisal Summary Conference will be held to review year's work with preliminary objective setting for following year.
 - 2. Following the conference, the Overall Appraisal Summary Report, having been completed in triplicate with notations made by the appraisee and appraiser, shall have signatures affixed. One copy will go to the appraisee; one copy will go to the appraiser for building files; and the original copy goes to the Director(s) of Elementary and Secondary Education for review. The form is then forwarded to the Personnel Office for placement in the appraisee's personnel folder.
- F. Supplementary Information Form completed by appraisee and returned to the principal - March 15 - May 15.

II. GENERAL APPRAISAL

- A. Observations will be made throughout the school year, usually starting in mid-September and continuing through April.
- B. Observations will be scheduled or unscheduled. Either the appraiser or appraisee may initiate scheduled observation.
- C. Principal or designated appraiser prepares observation summary.

D. The In-Classroom Observation Form is the official observation instrument. When this instrument is used the observation will be at least twenty minutes in length and be followed by an appraisal conference.

E. Appraisal Conferences (See Appendix E)

1. Conference same day preferred.
2. Conference by the end of the following day if at all possible.
3. Discussion of observation data and summary of observation.
4. Appraisee comments on observation summary (at option of appraisee).
5. Copy of observation summary given to appraisee, one copy filed in building files and one copy may be retained by the appraiser.

APPENDIX C
PENN-HARRIS-MADISON PERFORMANCE BASED TEACHER APPRAISAL PROGRAM

THE PENN-HARRIS-MADISON SCHOOL CORPORATION
MISHAWAKA, INDIANA

TEACHER
SELF-APPRAISAL PLAN

OBJECTIVE SETTING CONFERENCE REPORT

NAME _____ SCHOOL _____

ASSIGNMENT _____ APPRAISAL TIME PERIOD _____

INSTRUCTIONS: Performance objectives developed mutually by appraisee and appraiser will normally be for the purpose of helping teachers to strengthen and improve their level of performance and effectiveness. A maximum of three (3) performance objectives will be established during any one appraisal time period.

The Objective Setting Conference Report shall be completed in triplicate before signatures are affixed. Appraisee copies of the report should be forwarded to the appraiser for review. After reviewing and responding, the appraiser forwards the original copy to the appraisee and a copy to the Personnel Office to be placed in the appraisee's Personnel File.

TO APPRAISER:

STEP

- #1 - Mutually schedule objective setting conference with appraisee.
- #2 - Reach agreement with appraisee's performance objectives and job description.
- #3 - Assist, observe, advise, and support the appraisee toward achievement of performance objectives.
- #4 - Mutually schedule progress conference with appraisee.
- #5 - Mutually schedule overall appraisal summary conference with appraisee.
- #6 - Forward original copy of overall appraisal summary report to Personnel Office.

TO APPRAISEE:

STEP

- #1 - Compare formal job description with performance indicators.
- #2 - Identify and prepare performance objectives prior to objective setting conference.
- #3 - Mutually schedule objective setting conference with appraiser to review performance objectives and to discuss job description.
- #4 - Mutually schedule progress conference with appraiser.
- #5 - Mutually schedule overall appraisal summary conference with appraiser.

OBJECTIVE SETTING CONFERENCE REPORT 37

OBJECTIVE SETTING CONFERENCE REPORT

NAME _____ PERFORMANCE AREA(S) _____

ORGANIZATIONAL GOAL:

PERFORMANCE OBJECTIVES:

(State precisely in terms of results expected)

MEANS OF ACHIEVING SPECIFIC OBJECTIVES:

(Activities, personnel, and other resources needed)

METHODS FOR MEASURING ACHIEVEMENT:

(How objective attainment will be known)

ACHIEVEMENT TARGET DATES:

38 OBJECTIVE SETTING CONFERENCE REPORT

APPRAISER COMMENTS:

APPRAISEE COMMENTS:

RECORD OF PROGRESS CONFERENCE(S): (Dates, agreements reached and
supervisory assistance provided by appraiser.)

SIGNATURES: Signatures indicate completion of objective setting.

Appraisee _____ Date _____

Appraiser _____ Position _____ Date _____

TEACHER OVERALL APPRAISAL SUMMARY REPORT

THE PENN-HARRIS-MADISON SCH OL CORPORATION
MISHAWAKA, INDIANA

OVERALL APPRAISAL SUMMARY REPORT

NAME _____ SCHOOL _____

POSITION _____

DATES OF OBSERVATIONS AND CONFERENCES: _____

INSTRUCTIONS: Following the Overall Appraisal Summary Conference, the summary report, having been completed in triplicate with notations made by the appraisee and appraiser, shall have signatures affixed. One copy will go to the appraisee; one copy will go to the appraiser; the original copy will go to the Director(s) of Elementary and Secondary Education for review. The form is then forwarded to the Personnel Office for placement in the appraisee's personnel file.

- I. Summary Statement: (Appraiser's perception of appraisee's achievement of objectives specified in Self-Appraisal Plan. Statement should also include summary of classroom performance and overall effectiveness).

40 OVERALL APPRAISAL SUMMARY REPORT

II. Appraisee's Summary on Achievement of Objectives: (Degree of success, supervisory help received, problems, etc.)

III. Performance areas reviewed in the final conference which are considered by the appraiser to be in need of improvement by the appraisee to meet organizational expectations:

IV. Recommendation for Contract Renewal:

Yes _____

No _____

V. Appraisee's Comments: (Use this space to react to the Summary Report. A reaction is optional.)

VI. Signatures: (Signature indicates completion of Appraisal; not necessarily agreement.)

Appraisee _____

Appraiser _____

Date of Final Conference _____

THE PENN-HARRIS-MADISON SCHOOL CORPORATION
MISHAWAKA, INDIANA

EMPLOYEE SUPPLEMENTARY INFORMATION

TEACHER _____

SCHOOL _____ DATE _____

Please list the activities in which you are or have been engaged this year, noting any special functions you may have performed. Attach additional sheets if needed.

1. Committee service (Building or system-wide) _____

2. Professional organizations and activities _____

3. In-service training activities (Include college or university courses, workshops, etc.) _____

4. Other activities which you feel have contributed to your effectiveness. (Home, recreation, travel, private study, etc.) _____

STATEMENT ON METHODS OF MONITORING
AND
GATHERING DATA ON PERFORMANCE

Collection and the use of data in appraisal have been affected recently by the thrust for accountability of individual educators in a school system, by the expression of a need for self-evaluation, and by the desire to determine relationships between processes used and outcomes produced.

The Penn-Harris-Madison Performance-Based Teacher Appraisal Program endeavors to measure performance in the following areas: instructional skills, student attitude and performance, personal qualities, professional growth and development and teacher relationships.

The General Appraisal Plan represents a rather traditional monitoring process consisting basically of visitations by the appraiser to observe the teacher at work in the classroom. The typical sequence in appraiser-appraisee interaction is observation - evaluation - conference. This process is valuable if a variety of conditions exist in the schools. Even if conditions are near perfect, the question still emerges of how to achieve more effective monitoring.

The Self-Appraisal Plan should call for a variety of data gathering and monitoring techniques depending on the nature of the performance objective. The purpose of this statement is to encourage the appraisee and the appraiser to use techniques that will obtain relevant and representative information and promote increased accuracy in measuring performance.

Here are some techniques of collecting additional performance data which may be useful to the appraisee:

I. Systematic Observation of Classroom Behavior (Interaction Analysis)

Systematic observation is an accepted method of organizing observed teaching acts in a manner which allows any trained person who follows stated procedures to observe, record and analyze interactions with the assurance that others viewing the same situation would agree, to a great extent, with his recorded sequence of behavior.

The basic purpose of systematic observation is to help operationalize teaching objectives in teaching strategies. By providing the teacher, observer, researcher and theoretician with exactly the same set of definitions of what is being observed, a team approach to problem solving in the classroom can be achieved. Not only a team approach to classroom problem solving can be planned, but a self-evaluation procedure can be designed. Systematic observations collected by the use of audiotape recordings, videotape recordings, and by fellow teachers, parents, supervisors or

administrators provide the teacher with additional sources to help learn more about the teaching-learning process through sampling, analysis, and evaluation.

Since there are over 400 observational systems available to teachers for the systematic study of what happens in the classroom, the teacher can find many ways to examine what happened in the classroom.

Through systematic observation procedures, the teacher and the observer look at the teaching-learning process from many "windows." The teacher is then able to analyze teaching procedures from more than one perspective. He gets different kinds of ideas from someone else's point of view instead of from his biased viewpoint. The teacher's use of information for self-improvement is enhanced by objective information collected in a systematic and objective manner.

II. Client-Centered Appraisal

Client-Centered Appraisal is subordinate evaluation. Traditional evaluation programs are based on the premise that an individual's immediate superior is the person most competent to conduct job evaluations. Others have advocated that evaluation by an individual's subordinates is more significant. At any rate, an individual can gain greater insight concerning his performance and identify if students needs are being satisfied by using student feedback instruments.

There are several client-centered surveys that can be obtained for use. Sample surveys should be available in each building for teachers' use.

Whether client-centered appraisal will ever mature and be effective will depend primarily on the attitudes of the parties involved and the type of procedure instituted.

The individual evaluated must be convinced that (1) he is not perfect; (2) the evaluation can be a valid method of achieving improvement in performance; (3) the evaluators are competent to judge him in certain areas, e.g., interactions, relationships, and other areas in which the two parties come into direct contact. Evaluators will have to regard the client-oriented appraisal as a cooperative process which involves an obligation to be objective and constructive.

III. Measuring Out-of-Classroom Behavior

Activities of the teacher in roles other than classroom instruction (such as participation in organizations, extra-curricular activities,

44 STATEMENT ON METHODS OF MONITORING AND
GATHERING DATA ON PERFORMANCE

contribution to curriculum development, interactions with parents, etc.) are an important part of teacher effectiveness.

In measuring the out-of-classroom behavior of teachers, there are both advantages and disadvantages. The advantages seem to be that information is ample and relatively easy to obtain. The disadvantages appear to be that information obtained is difficult to interpret and sampling of information is hard and limited. To offset these disadvantages, written records should be kept and discussed regularly with teachers in order to check the reliability and meaning of the information.

A Supplementary Information form has been included in Appendix C for use throughout the corporation. Two copies of the form should be completed in the spring of each year by each employee. Both copies are to be forwarded to the building principal. The building principal will forward one copy to the Personnel Office.

GUIDELINES FOR THE APPRAISAL CONFERENCE

1. Explain the purpose of the conference.
2. Provide for privacy.
3. Clarify the role of the appraiser and appraisee in the Objective Setting Conference.
4. Seek to establish that both the appraisee and the appraiser should be primarily concerned with the educational welfare of the student rather than in their own self-interest.
5. Seek to establish that appraisal is a means to enhance the appraisee's effectiveness.
6. Be committed to the concept that teacher and principal are members of a team working for the best interests of a good educational program.
7. Strive for a climate of mutual respect.
8. Avoid the "boss complex." Help the teacher feel that the principal doesn't consider himself foremost as a member of the "administrative hierarchy."
9. Be conscious that the appraiser's personality, as well as that of the appraisee - good or bad, will have an influence upon achievable results in the conference.
10. Avoid asking for opinions on the spot; allow time for consideration. Don't jump to conclusions.
11. Be genuinely interested in the teacher as a person, willing to take time to help work through problems.
12. Avoid giving the teacher the "brush-off" when problems are presented.
13. Be willing to let the teacher express his feelings in the conference without risk of censure or reprisal even if they may be markedly different from those of the appraiser.
14. LISTEN - research shows that people feel that conferences are successful when the appraisee does most of the talking.
15. Wait for answers to questions - do not get upset if there are pauses in the conversation.
16. Ask thought questions. In addition to what, how, why, you might ask to explain, discuss, etc.

46 GUIDELINES FOR THE APPRAISAL CONFERENCE

17. Try to accept appraisee performance objectives - assume they were well thought out.
18. Safeguard the confidential nature of any matter requiring it.
19. Summarize the points covered at the end of the conference.
20. An outline of topics, some of which are mentioned above, that might be included in a post-observation conference follows:
 - a. Purpose of the appraisal conference,
 - b. Description of favorable information (Feedback should be honest rather than effusive praise.),
 - c. Discussion of weak aspects of performance (Constructive criticism must be given in a friendly, cooperative spirit.),
 - d. Asking for reactions,
 - e. Responding, discussing (Help the teacher to know how well he is doing and what is expected.),
 - f. Considering appropriate action with teacher,
 - g. Determining what additional information is needed and when it will be sought,
 - h. Planning the next steps,
 - i. Conclusion.

EVALUATION OF TEACHER APPRAISAL PROGRAM
PROCEDURES AND INSTRUMENTS
(ADMINISTRATOR FORM)

I. IN-CLASSROOM OBSERVATION FORM:

- A. In your opinion, does the In-Classroom Observation Form direct the observer's attention to all areas of teachers' behavior which are related to effective teaching?

Yes _____ No _____

If your answer is no, to what additional areas of teachers' behavior should the In-Classroom Observation Form direct the observer's attention:

- B. Do you feel that the In-Classroom Observation Form is appropriate for all instructional areas?

Yes _____ No _____

If not, what improvements do you suggest?

- C. Additional Comments:

48 EVALUATION OF TEACHER APPRAISAL PROGRAM (ADMINISTRATOR FORM)

II. PROCEDURE FOR USING THE IN-CLASSROOM OBSERVATION FORM:

A. Did you have enough time to adequately observe your teachers?

Yes _____ No _____

B. Did you have enough time to confer with the observed teachers after each observation had been completed?

Yes _____ No _____

C. Do you feel that you were able to provide the kind of assistance the observed teachers needed to implement your suggestions for improvement?

Yes _____ No _____

If your answer is no, what kinds of additional training experiences do you recommend that the central administration identify or provide which would increase your proficiency in assisting teachers to improve their professional performances?

D. Did you find that your supervision of teachers' performance responsibilities lowered your effectiveness in other administrative areas?

Yes _____ No _____

If yes, please explain.

- E. Did you feel that you could adequately make an informed judgment about all of the areas of teacher behavior indicated for observation on the In-Classroom Observation Form?

Yes _____ No _____

If your answer is no, what areas or characteristics did you have particular difficulty appraising?

- F. Generally describe your observed teachers' attitudes toward their observation and appraisal conferences.

- G. What suggestions do you have for improving the procedures for using the In-Classroom Observation Form and for improving the usefulness of the appraisal conferences?

III. SELF-APPRAISAL PROGRAM FOR TEACHERS:

- A. In your opinion, did your teachers realistically assess their own strengths and weaknesses while developing a self-appraisal plan?

Yes _____ No _____

50 EVALUATION OF TEACHER APPRAISAL PROGRAM (ADMINISTRATOR FORM)

- B. Describe your feelings about teachers developing a performance-based self-appraisal plan. In your opinion, what are the strengths and/or weaknesses of such a program?

- C. Did you find that your perception of teachers' achievement of professional performance objectives corresponded closely with the teachers' judgments?

Yes _____ No _____

If your answer is no, in what way did your judgments differ from the teachers'?

IV. GENERAL:

What suggestions do you have for improving the methods and procedures now used for improving professional performance?

PENN-HARRIS-MADISON PERFORMANCE-BASED TEACHER APPRAISAL PROGRAM

EVALUATION OF TEACHER APPRAISAL PROGRAM
PROCEDURES AND INSTRUMENTS
(TEACHER FORM)

DIRECTIONS: Please complete, seal in an envelope and forward this questionnaire to the central office. Please do not sign your name; anonymity is an essential part of the evaluation process. If at all possible, we would like to have the completed questionnaire by May 16. Thank you for your help.

I. IN-CLASSROOM OBSERVATION FORM:

- A. In your opinion, does the In-Classroom Observation Form direct the observer's attention to all areas of teacher behavior which are related to effective teaching?

Yes _____ No _____

If your answer is no, to what additional areas of teacher behavior should the In-Classroom Observation Form direct the observer's attention?

- B. Do you feel that the In-Classroom Observation Form is appropriate for your instructional area?

Yes _____ No _____

If not, what improvements do you suggest?

- C. Additional comments concerning the In-Classroom Observation Form:

II. PROCEDURES FOR USING THE IN-CLASSROOM OBSERVATION FORM:

- A. How many times were you observed? _____

- B. Average length of observations: _____

- C. Were the observations sufficient in number?

Yes _____ No _____

- D. Were the observations sufficient in length?

Yes _____ No _____

- E. Would you have liked to have other people involved in the observations?

Yes _____ No _____

If so, whom? _____

- F. Would you have preferred to have more scheduled observations?

Yes _____ No _____

- G. Would you have preferred to have more unscheduled observations?

Yes _____ No _____

If so, how many? _____

- H. In your opinion, did your appraisal conferences with your principal or other observer help you to improve your instructional performance?

Yes _____ No _____

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If your answer is no, in what ways was your conference unsatisfactory? _____

- I. Did you feel that the person(s) who evaluated your classroom performance was qualified to evaluate you?

Yes _____ No _____

If not, why not? _____

What suggestions do you have for improving the usefulness of the appraisal conference?

- J. Did you feel free to discuss with the observer his suggestions for improvement?

Yes _____ No _____

If your answer is no, why not? _____

- K. Did you find that you were able to carry out the observer's suggestions for improving your professional performance?

Yes _____ No _____

If not, why not? _____

- I. Briefly describe your feelings about the observations of your professional performance and the appraisal conferences.

- M. Do you have any additional suggestions for improving the procedures for using the In-Classroom Observation Form and for improving the usefulness of the appraisal conference?

III. SELF APPRAISAL PROGRAM:

- A. Did you find the development of a self-appraisal plan to be useful?

Yes _____ No _____

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B. Were you able to carry out your plan for self-improvement?

Yes _____ No _____

If not, describe as specifically as possible what prevented you from doing so.

C. Did you find that the strengths and weaknesses which you identified in developing a self-appraisal plan corresponded closely with the strengths and weaknesses identified by your principal?

D. What suggestions do you have for improving the Teacher Self-Appraisal Program forms and procedures?

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- E. Describe your feelings about the value of developing performance objectives for a self-appraisal program.

- F. Do you feel that the "Indicators of Instructional Performance" are appropriate and comprehensive?

Yes _____ No _____

If not, what changes would you make? _____

IV. GENERAL

Did you receive all the assistance for improvement of your professional performance that you desired?

Yes _____ No _____

If your answer is no, what additional assistance did you desire that you did not receive?
